EDM5014 Professional Experience Placement Guidelines

University of Southern Queensland

The expectations of the program vary for each year and placement. This section provides details of preservice teacher activity required during the Professional Experience placement scheduled for the year and aligns these expectations with the Australian Professional Standards for Graduate Teachers.

Professional Experience context: Semester 1 (First Semester), 20-day supervised Kindergarten placement

The course provides early childhood preservice teachers with the opportunity to develop an understanding and awareness of key features and themes of early childhood curriculum, frameworks and approaches and how these documents can inform pedagogical decision-making. The course provides opportunities for preservice teachers to engage with and apply key learning to practice. Preservice teachers will participate in professional conversations and personal reflection as a way of improving practice. Preservice teachers will also investigate educative and interactive strategies required for the facilitation and support of successful transitions for children and families across learning contexts.

Required experiences:

Throughout this Professional Experience placement, it is expected that the preservice teacher will have *daily experience* **in the following areas (unless otherwise stated).** Literacy and numeracy standards as well as professional ethics and conduct as required by the profession are an inherent requirement of this Professional Experience placement.

Timing in Professional Experience	Orientating	Observing and documenting	Working	Attending	Reflecting	Professional learning conversations	Planning/Learning experiences	Collecting PE artefacts in a folder	Teaching	Portfolio Resource Development
					Required experiences					
	• Orientating to site, code of ethics, regulations, policies, environment, individual class(es). • Preservice teacher to bring printed copies of • Placement guidelines/report • PE program progression. • Conduct situational analysis • Collect background info to develop child profiles	• routines • teaching and learning practices • approaches for managing challenging behavior • assessment and feedback • children/FC'n • play based learning • intentions teaching • formal observation techniques • interpreting observations.	• Working with all children, responding to and differentiating for children's learning and development from diverse backgrounds. • General support and class Eng/mt. • Routines • Positive relational practices	• Attending meetings, playground duty, school activities, bus duty, etc. as required by your Supervising Teacher's roster and site requirements. • Professional conversations with peers In-service Professional Development	• Reflecting on observations, your planning and teaching and assessment through daily self reflection records. UniSQ EC Model of CR	• Discussing modeled teaching strategies and planning Professional learning with your Supervising Teacher and UniSQ Liaison. • Identify 1-2 learning goals for FC'n • Share planning/ seek daily feedback	• Planning learning experiences with curriculum and teaching strategies by • identifying possible teaching opportunities from formal observations/ learning stories • planning from identified possibilities. • writing clear learning goals. • Co-construct LE and planning with children • Use variety of AAP's	• Should contain, observations, reflections, feedback, lesson plans, resources. • Day 5 interim report • Day 20 final report	• Teaching planned learning experiences. Plans and associated resources must be shared with Supervising Teacher a minimum of 24 hours in advance of the teaching. • Negotiate with your Supervising Teacher when the teaching will occur: • organize classroom activities • use a range of verbal and non-verbal strategies to engage children in learning • provide clear direction.	• Age-appropriate resources and examples of teaching strategies • Transition practices: finger rhymes, songs etc. • Practices to support children • Ideas and strategies to support the development of children's social competence, positive behaviour etc. • Examples of contextual curriculum use • Documentation of student learning • Story telling resources • Sustainable practices • Inquiry strategies with links to EYLF, QKLG or relevant curriculum.
Day 1	✔	✔	✔	✔	✔	✔				Collect resources as outlined by course materials. These include:
Days 2–5	✔	Ensure Obs/LS are shared with mentor (2/day)	Daily comm. with families	✔	✔	✔	✔	✔	Ensure plans are shared with teacher previous day or the morning of LE. Teach 2 learning experiences per day (incl. focus children)	observations of focus children; age appropriate resources; transitions practices; routines for indoor and outdoor learning opportunities; supporting self regulating behaviour;
Days 6–10	✔			✔	✔	✔	✔	✔	From day 4 - 1 whole group exp/day	programming and planning examples with links to the EYLF or relevant curriculum; data collection; documentation;
Days 10–15	✔	2 LS/day Use mosaic approach	Increase resp.	✔	✔	✔	✔	✔	Teach 2 learning experiences per day (incl. focus children) 1 whole group exp/day	making judgements; and feedback to children and families.
Days 16–20	✔			✔	✔	✔	✔	✔	Build to develop and teach half day program (final week)	

EDM5014 Final Placement Report

This document is for reference use only. You will receive the online final report 3 days prior to the end of placement, this report is to be completed at the end of the supervised placement.

The purpose of this report is to measure the standard that has been achieved by the preservice teacher in relation to the APSTs graduate level relevant for the learning for the year and professional experience course that this Professional Experience placement relates.

USQ programs and courses	Number of days	Year Level/ Course
Master of Learning and Teaching (Early Years)	**20**	**Semester 1 (First Semester) Kindergarten Setting**

ASSESSMENT SCORES	EVIDENCE FOR THE APST DESCRIPTORS
D	Developing skills and knowledge
A	Achieving skills and knowledge
E	Exceeding skills and knowledge
Please use the expectations of skills and knowledge as a criterion to inform decision making	

Planning effectively - preparation for teaching	APST	D	A	E
Demonstrates awareness of children's learning and development needs through observation and documentation.	APST 1.1	☐	☐	☐
Demonstrates awareness of differentiated teaching strategies (recording observations) that are responsive to children's learning and development from diverse backgrounds (Example: discuss and identify teaching strategies that have been modelled by supervising teacher) during placement only.	APST 1.3	☐	☐	☐
Demonstrates awareness of differentiation strategies that are responsive to all children's learning and development needs (Example: discuss and identify strategies that have been modelled by supervising teacher) during placement only.	APST 1.5	☐	☐	☐
Demonstrates awareness of the role of curriculum in planning a learning experience (Example: discuss and identify planning that has been modelled by supervising teacher) during placement only.	APST 2.1	☐	☐	☐
Organises the content of learning experiences into a logical sequence.	APST 2.2	☐	☐	☐
Uses curriculum and assessment (focused observations) to design learning experiences.	APST 2.3	☐	☐	☐

Please provide comments about knowledge, practice and engagement of preservice teacher in relation to this section.

Teaching effectively - enactment of teaching	APST	D	A	E
Demonstrate an awareness of literacy and numeracy teaching strategies within play-based learning experiences. (Example: discuss and identify strategies with supervising teacher) during placement only.	APST 2.5	☐	☐	☐
Writes clear learning goals for each planned learning experiences (Example: drawing from observations identify possible learning goals for a focus child).	APST 3.1	☐	☐	☐

	APST	D	A	E
Plan learning experience sequence using knowledge of student learning, content and effective teaching strategies (Example: student A, interest in Dinosaurs across a week).	APST 3.2	☐	☐	☐
Trials teaching strategies to support children's learning.	APST 3.3	☐	☐	☐
Demonstrate a knowledge of resources, including ICT, to engage children in learning	APST 3.4	☐	☐	☐
Uses voice, facial expression, gestures, physical movement and visual cues to engage children in learning during placement only.	APST 3.5	☐	☐	☐
Developing a knowledge of strategies that can be used to evaluate learning experience plans through reflective conversations with supervising teacher.	APST 3.6	☐	☐	☐
Interacts with parents/carers and promotes opportunities for parental input to build connections between home and the centre.	APST 3.7	☐	☐	☐

Please provide comments about knowledge, practice and engagement of preservice teacher in relation to this section.

Managing effectively – create safe and supportive learning environments	APST	D	A	E
Identify and records strategies used to ensure all children can participate and actively engage in activities.	APST 4.1	☐	☐	☐
Demonstrates an ability to organise activities and provide clear directions (Example: use both verbal and non-verbal techniques) during placement only.	APST 4.2	☐	☐	☐
Observes and records preventative, supportive and corrective strategies to manage challenging behaviour during placement only.	APST 4.3	☐	☐	☐
Identify and work within system, curriculum and legislative requirements that support children's wellbeing and safety (Example: Sun safety, wearing hats outside) during placement only.	APST 4.4	☐	☐	☐

Please provide comments about knowledge, practice and engagement of preservice teacher in relation to this section.

Assessing and recording learning	APST	D	A	E
Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	APST 5.1	☐	☐	☐
Demonstrate an ability to interpret informal and informal formative observations to evaluate student learning.	APST 5.4	☐	☐	☐

Please provide comments about knowledge, practice and engagement of preservice teacher in relation to this section.

Professional conduct	APST	D	A	E
Seeks constructive feedback in a positive and professional manner and acts upon it.	APST 6.3	☐	☐	☐
Applies key principles of codes of conduct and ethics for teachers through a high level of personal presentation, professional communication and conduct and appropriate interactions with students during placement only.	APST 7.1	☐	☐	☐
Applies and understands school/system organisational processes and policies in relation to own conduct and practice and understands mandatory reporting requirements.	APST 7.2	☐	☐	☐
Demonstrates professional and respectful interactions with parents/carers using appropriate language, tone and body language	APST 7.3	☑	☐	☐
Demonstrates a willingness to participate with staff in a range of activities during placement only.	APST 7.4	☐	☐	☐

Please provide comments about knowledge, practice and engagement of preservice teacher in relation to this section.

Overall Comment